

**Legislative Task Force Meeting
Mentor Assistance Program
State Department of Education
165 Capitol Avenue
5th Floor North Mechanical Room
November 18, 2008
1:00-4:00 P.M.**

AGENDA

- A. Welcome, Introductions
- B. Approval of Minutes
- C. Review of Guiding Principles
- D. Survey Results
- E. Full Group Discussion
- F. Reclarifying Organizational Roles: Small Group Activity
- G. Reporting Out
- H. Discussion of Modules
- I. Next Steps
- J. Adjourn

LEGISLATIVE TASK FORCE MEETING MENTOR ASSISTANCE PROGRAM

October 27, 2008
1:00 p.m.
State Office Building, 5th Floor
Hartford, CT

MINUTES

Members Present

Mark McQuillan, Chairperson; Stephanie Shulder-Littrell, Janis Hochadel, Mary Loftus Levine, Maureen Ruby, Dale Bernardoni, Glenn Iannaccone, Catherine Carbone, Richard Schwab, Paul Paese, David Cicarella, Representative DebraLee Hovey and Denise Rose.

Members Absent

Mary Cortright, Representative Andrew Fleischman, Senator Thomas Gaffey, Senator Thomas Herlihy, Senator Edward Meyer, Senator John Kissell and Representative Mary Mushinsky.

Call to Order

The meeting was called to order at 1:00 p.m.

Overview of Meeting Agenda

Commissioner McQuillan welcomed the Task Force. Introductions were made around the room. He noted that the meeting was moved to the State Office Building to allow for a more interactive exchange and to bring together the elements of discussions that have taken place over the last few meetings. To assist with this, Commissioner McQuillan prepared materials which synthesized the major elements of the induction program models that have been presented to the Task Force.

Discussions

Commissioner McQuillan asked for comments regarding the RESC presentation from the October 17 meeting. Discussion included, but was not limited to, the connections between mentor modules, accountability/assessment and teacher evaluation. After this discussion, minutes from the October 17, 2008, meeting was approved by all present Task Force members.

In response to a question about funding management, Paula Colen, Executive Director, EASTCONN, explained that the bulk of funding for BEST goes to the RESC Alliance, specifically to EASTCONN and ACES, who are contracted to assist in the implementation of the BEST Program. As part of these responsibilities, EASTCONN issues payments to portfolio scorers, seminar leaders and consultants, who are contracted to provide services to the program and for all other BEST activities incurring expenses. EASTCONN also is responsible for the management of the BEST Connections website.

Guiding Principles of the Revised BEST or Mentor Assistance Program

Commissioner McQuillan distributed a draft of guiding principles for the development of a revised induction program and engaged the Task Force in discussion around these principles.

The conversation generated the following principles:

1. A quality teacher induction program should be based on research.
2. A quality induction program must improve professional practice
3. A quality induction program must be efficient, authentic and meaningful for teachers and students.
4. A quality induction program must be revised/updated every three to five years and linked to other teacher/administrator initiatives (e.g., certification regulations).
- 5. A quality induction program must include support, accountability tied to clear standards and result in certification.**
6. A quality induction program must be embedded within a framework of teacher supervision, evaluation, and professional development, while honoring the independence and confidentiality of the mentor-beginning teacher relationship.
7. A quality teacher induction program must be data driven and centered on improving student performance.
8. Connecticut's teacher induction program must be a partnership between the State Department of Education, RESCs and local districts, with each having distinct roles and responsibilities.
9. Institutions of higher education must play a role in the development and implementation of Connecticut's future induction programs.
10. In the short term, Connecticut's teacher induction program must operate within the limits of current funding for the BEST Program, approximately \$4.3 million.

Item number five, which addresses accountability and the link to certification, reflects an area that needs further discussion. Issues cited included: funding and its relationship to the link to certification, evidence of having met a set of standards through a completion standard (activity completed) vs. a performance standard (demonstration of a level of competency) and mentor modules as an area of focus and a framework for teacher activities.

Next Steps

At the culmination of the meeting, Commissioner McQuillan distributed, *Basic Structure/Assumptions: Three-year Cycle*, for consideration by the Task Force for the next meeting. This document proposes structures/assumptions and roles for the SDE, RESCs, districts, schools, and institutions of higher education, in a new induction model.

The next meeting is scheduled for November 18, 2008, at 1:00 p.m. at the State Office Building, 5th floor.

The meeting adjourned at 4:00 p.m.

Respectfully submitted,

Beverly Hartstone